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### Editor's notes

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## EDITOR'S NOTES

The world is getting smaller. The ability to communicate with colleagues around the globe makes collaborations easier and the exchange of ideas and knowledge faster. Travel between countries is more accessible today than in the past. To date, writing on international education has focused most on the acculturation and assimilation of international students into U.S. colleges and universities (Al-Sharideh and Goe, 1998). The concept of internationalization, however, has begun to move beyond these historical concepts of partnerships and exchanges.

Because individuals and institutions bring different interpretations and assumptions to these joint efforts, Knight (2009) argues that conversations about internationalization require agreement on the definition of terms. Recent definitions break into two camps: "internationalization at home" and "cross-border education" (Knight, p. 115). The former term refers to initiatives that are campus-based and highlight international dimensions in classroom teaching, cultural events, and with local ethnic groups, including international students on campus. The latter term references activities that are off-campus, such as study abroad, joint degrees between and among countries, or faculty mobility. Current external pressures on U.S. colleges and universities now encourage U.S. institutions to investigate and pursue international partnerships as a way to increase revenues and to support curriculum for student skill development of global competencies (McMurtrie and Wheeler, 2008), predominately placing them in the context of cross-border projects.

International collaborations occur within an organizational context that impacts administrative practices as well as faculty work. Partnerships among institutions require looking at the motivation of each of the institutions involved. Often, the partners have not overtly addressed issues of unequal resources or power bases (Amey, Eddy, Campbell, and Watson, 2008) or paid sufficient attention to assumptions regarding faculty engagement in the delivery of the programs (O'Hara, 2009). Typically, faculty involved in collaborations need to mediate their work through organizational structures in place (Slater, 2006) and this results in unpredictable outcomes based on institutional contexts. Recent research reports a continued lack of involvement of U.S. faculty in international research or teaching (e.g., collaboration with international scholars, research that is international in scope, publishing in foreign countries, or teaching courses with an emphasis on international content) (Finkelstein, Walker, and Chen, 2009; O'Hara). This volume intends to

provide a framework for discussion about international collaborations to illuminate the challenges and supports found in best practices.

When innovation is important and resources are scarce, partnerships provide options beyond what schools and colleges can accomplish individually, thereby greatly benefiting institutional members. Partnerships can enable greater educational access and opportunity for students, resulting in a greater public good as well (Chin, Bell, Munby, and Hutchinson, 2004). International collaborations have an added layer of complexity because they are mediated through the use of different languages and cultures (Scarino, Crichton, and Woods, 2007). Colleges involved in international efforts range from research universities with long traditions of study abroad programming and research collaborations to community colleges seeking to educate global citizens (Boggs and Irwin, 2007). It is critical for both leaders and faculty to have an understanding of the issues and strategies involved in these types of linkages.

This volume of *New Directions for Higher Education* explores what it means to collaborate in international contexts. Part One of the volume provides context for the issues facing institutions as they look to international partners and to global markets. This Editor's Notes establishes the framework regarding international education overall and identifies key themes in the research. Chapter One by Tubbeh and Williams provides more details on current dialogues regarding international education, particularly the roles and influences partners bring to international collaborations and the challenges facing them.

Part Two of the volume contains a number of case examples of collaborations in practice. Chapter Two presents examples of institutional collaborations in Ireland and situates these partnerships in the larger European Union context. In Chapter Three, Holland reviews the program offerings that a small community college in Canada delivers in China, providing a historical backdrop for the current partnership. China serves as the international partner highlighted in Chapter Four. Here, Jie uses game theory to describe the collaborative efforts of two premier colleges as they enter into a joint degree program.

The last section, Part Three, considers stakeholders in the process of international collaboration, namely administrators, faculty, and students. Each of these constituencies brings differing needs to the venture and different assumptions of how to operationalize the collaborative. In Chapter Five, Amey uses four international collaborations to showcase the changes in administrative practices and processes that resulted from these joint efforts. Faculty work with international partners impacted departmental operations with respect to resources, absence from the home campus, and alignment with departmental and college strategic goals. Chapter Six focuses on faculty initiatives at the individual, course, and program level due to participation in cross-border collaborations. Cooper and Mitsunaga investigate faculty motivations

for initial participation and present strategies for others seeking to engage in partnerships. In Chapter Seven, Brewer reflects on internationalization efforts at a liberal arts college. Expansion of faculty development efforts serve to institutionalize global efforts, allowing home-based students exposure to global experiences through internationalization of the curriculum. A case study serves to highlight an example of these efforts. The focus in Chapter Eight is on the student experience in international education programs. Kelly discusses how the increased use of technology allows students to stay connected with their home institution, family, and friends and ultimately how these connections alter the experience. College faculty can thus develop different means of capitalizing on these connections. Finally, in Chapter Nine, Holly offers an outline to strategize for the future as institutions look to form collaborations internationally. Each chapter includes campus-based examples, offers best practices, or covers implications for practice and policy in international collaborations.

Throughout this volume, several key themes inform the research and writing. They include:

- An examination of motivating factors for collaboration, paying attention to institutional and faculty rewards
- A theoretical framework to analyze varying forms of collaborations
- An examination of the underlying assumptions regarding collaborations and impacts on faculty teaching and collaborative research
- An emphasis on the power dynamics in operation within collaborative efforts for both institutions and faculty
- A questioning of the issues to address prior to entering into a collaborative effort and strategies to overcome known barriers

This book, thus, has both a scholarly and a practical bent. For scholars, the volume advances the knowledge about the issues involved with international collaborations and, indeed, with institutional partnerships of all kinds. But the main target audience for this volume is practitioners, both those who lead international collaborative efforts and those who teach in them. By examining the experiences of many different institutions with international partnerships, this book offers important lessons about the challenges and opportunities in this work. The insights, experiences, and research findings presented here can help universities with a goal of increasing their reach into global markets to anticipate problems, ask the right questions in formatting partnerships, and educate those within their campus communities regarding the pressing need to become more globally aware.

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